



Erwin Elementary

1477 Locustwood Avenue
Lancaster, SC 29720

Grades	PK-5 Elementary School	
Enrollment	425 Students	
Principal	Jane B. Gaston	803-285-8484
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Below Average	Average
2006	Average	Good
2005	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

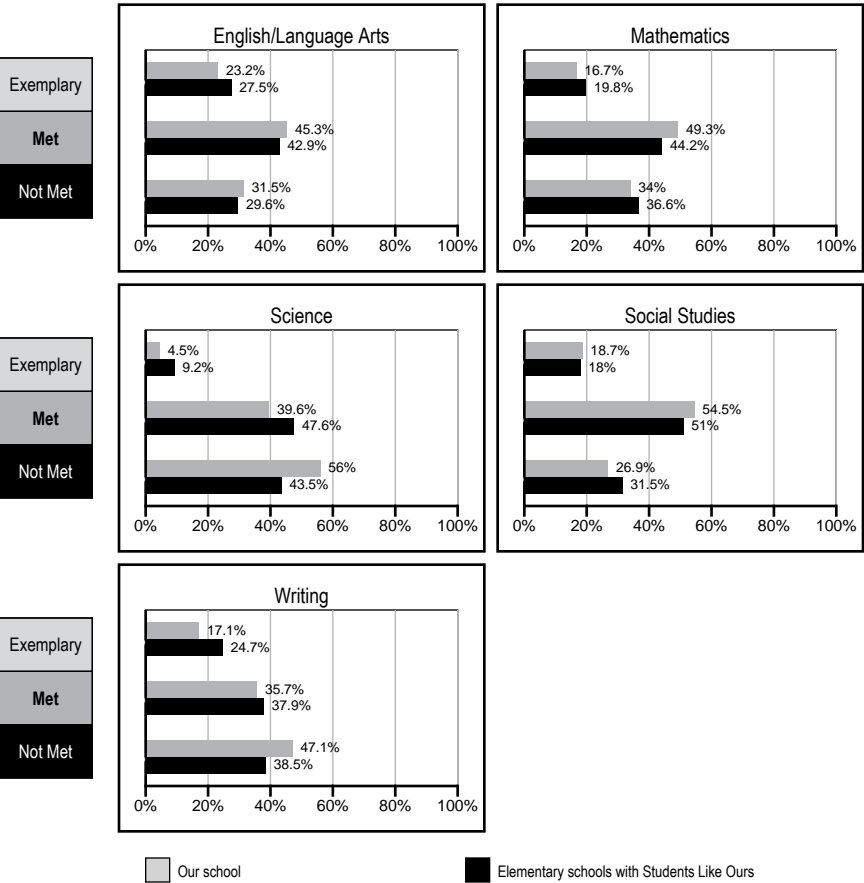
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	82	28	5

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=425)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 3.3%	2.5%	1.9%
Attendance rate	96.4%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	2.6%	Down from 2.8%	6.2%	10.0%
With disabilities other than speech	6.5%	Up from 5.5%	9.0%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Down from 65.5%	57.1%	59.4%
Continuing contract teachers	71.0%	Down from 82.8%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	97.4%	Up from 95.2%	84.7%	85.9%
Teacher attendance rate	94.4%	Down from 95.0%	95.1%	95.1%
Average teacher salary*	\$48,281	Up 2.6%	\$46,051	\$47,149
Professional development days/teacher	17.3 days	Up from 16.5 days	11.7 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.8 to 1	18.0 to 1	18.8 to 1
Prime instructional time	88.9%	Down from 89.5%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,476	Up 8.4%	\$7,743	\$7,458
Percent of expenditures for instruction**	73.6%	Down from 74.8%	68.3%	68.8%
Percent of expenditures for teacher salaries**	67.9%	Down from 69.1%	62.4%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Erwin Elementary sets the stage for a positive learning environment with our mission statement: Live to love, love to learn, and live to love learning. We believe that the success of our students is based on providing them with a safe and supportive learning environment and with engaging standards based activities. Our positive environment promotes challenging academic standards and outstanding school citizenship. Visitors are able to observe students actively participating in differentiated learning activities that include inquiry-based science kits and using our laptop computer lab and SMART Boards for research and interactive learning. Numerous programs are available to students to provide creative outlets and to promote positive character development. Students may be involved in activities such as Relay for Life events, Drama Club, Art Therapy, Cheer and Dance Groups, Book Writing Club, Kindergarten/Grade 1 Chorus, Elementary Chorus, Study Buddies, A.C.E. Club, Student Council, Junior Achievement, SAIL Club, Choral Festival, Reading Counts, E-mail Pals, or the Ambassadors to Erwin. Continuous improvement in statewide testing has occurred each year in which PACT has been administered. For three years, we received the Palmetto Silver Award for improvement on PACT results. Our focus continues to be to provide opportunities for academic improvement by engaging students in learning before, during, and after school. Some activities offered before or after school include the following: math lab, writing programs, fitness programs, and computer classes. By offering additional programs, we are able to expand instruction of curriculum standards and offer assistance to students who need additional help while offering more challenging activities to others. Our faculty and staff are focused on becoming stronger, and they take advantage of professional development opportunities. All teachers participated in SMART Board training sessions and were also trained on how to implement Poetry Alive in the classroom. All teachers wrote and submitted grants, and many were funded. We strive to provide quality instruction while maintaining an atmosphere that encourages individual differences and allows students to just be children. Supportive parents, spirited students, and enthusiastic staff make our atmosphere one of playfulness and friendliness. Our welcome mat sums up our beliefs and supports our mission statement as it reads, "Little People, Big Dreams, and Bright Futures at Erwin Elementary." Jane B. Gaston, Principal; Virginia Faulkner, Chairperson of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	68	54
Percent satisfied with learning environment	100.0%	97.1%	94.2%
Percent satisfied with social and physical environment	100.0%	92.6%	92.5%
Percent satisfied with school-home relations	100.0%	88.2%	86.8%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	221	100	30.9	46.4	22.7	78.7	80.8	82.8	Yes	Yes
Gender										
Male	102	100	37.9	38.9	23.2	73.7	75.9	79.3	N/A	N/A
Female	119	100	25	52.7	22.3	83	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	102	100	24.2	41.1	34.7	84.2	85	89.5	Yes	Yes
African American	116	100	37.6	49.5	12.8	73.4	71.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	38.9	39.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	169	100	34.8	47.7	17.4	74.8	72.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	221	100	33.3	50.2	16.4	73.9	79.8	78.9	Yes	Yes
Gender										
Male	102	100	31.6	51.6	16.8	73.7	76.6	77	N/A	N/A
Female	119	100	34.8	49.1	16.1	74.1	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	102	100	21.1	55.8	23.2	85.3	85.6	87.2	Yes	Yes
African American	116	100	44	45.9	10.1	64.2	66.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	38.9	44	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	169	100	36.8	51.6	11.6	71	71.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	146	100	55.1	40.4	4.4	44.9	64.3	67.5
Gender								
Male	63	100	50	43.1	6.9	50	64.5	67
Female	83	100	59	38.5	2.6	41	64.2	68
Racial/Ethnic Group								
White	64	100	46.6	46.6	6.9	53.4	71.1	79.5
African American	81	100	62.3	35.1	2.6	37.7	48.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	33.3	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60	59.6
Socio-Economic Status								
Subsided meals	113	100	60.2	35.9	3.9	39.8	51.5	55.1

Social Studies

All Students	146	100	26.5	55.1	18.4	73.5	68.8	72.3
Gender								
Male	65	100	27.4	45.2	27.4	72.6	67.2	71.5
Female	81	100	25.7	63.5	10.8	74.3	70.5	73.2
Racial/Ethnic Group								
White	73	100	17.1	57.1	25.7	82.9	73.7	80.7
African American	70	100	38.1	52.4	9.5	61.9	58.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsided meals	109	100	30.3	55.6	14.1	69.7	59.6	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	224	98.2	47.1	35.7	17.1	52.9	67.7	70.2	96.4	96
Gender										
Male	104	96.2	61.1	27.4	11.6	38.9	59.6	63.2	95.8	95.8
Female	120	100	35.7	42.6	21.7	64.3	76.4	77.5	96.9	96.1
Racial/Ethnic Group										
White	104	99	39.2	41.2	19.6	60.8	73.2	79.1	96	95.7
African American	117	97.4	54.5	30	15.5	45.5	55.2	57.6	96.7	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	71.8	86.2	96.7	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.8	62.6	95.3	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	68.7	N/A	95.3
Disability Status										
Disabled	20	80	N/AV	N/AV	N/AV	6.3	21.7	26.1	95.5	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	55.9	61.2	94.8	96.5
Socio-Economic Status										
Subsidized meals	171	98.3	53.8	34.2	12	46.2	56.9	58.9	96	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	77	100	30.1	39.7	30.1	69.9
	4	71	100	47.7	32.3	20	52.3
	5	73	100	15.9	66.7	17.4	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	77	100	39.7	41.1	19.2	60.3
	4	71	100	41.5	47.7	10.8	58.5
	5	73	100	18.8	62.3	18.8	81.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	38	100	64.9	27	8.1	35.1
	4	71	100	60	38.5	1.5	40
	5	37	100	35.3	58.8	5.9	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	39	100	33.3	38.9	27.8	66.7
	4	71	100	23.1	64.6	12.3	76.9
	5	36	100	25.7	54.3	20	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	78	97.4	45.2	35.6	19.2	54.8
	4	73	100	52.9	33.8	13.2	47.1
	5	73	97.3	43.5	37.7	18.8	56.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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